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Urban changes such as population increase, shifts in population groups, suburban growth, and central city decay have produced special problems for the inner city college--de facto segregation, inadequate education programs, racial imbalance of employees, and discrimination in student participant activities. The attempts to prevent segregation--regional distribution of programs, open rather than district enrollment, encouragement of non-resident enrollment, colleges with special programs--have been ineffective. Enrollment still reflects the ethnic make-up of the area and is intensified by current separatist movements. Although segregation need not mean inferior education, experience has shown that it does. Programs for the disadvantaged, low-ability, and minority groups are inadequate, as no one knows what to teach them or how to evaluate what they do. Increased research in special education, funds for program development and student aid, and thorough evaluation of the programs are essential. Lack of attention to non-Western cultures is a parallel problem. The racial mix of employees is not well-balanced at the administrative or academic levels, but is better at the non-academic level. Lack of qualified people is one reason for this condition. In intercollegiate athletics, in participant programs like journalism, theatre, and music, and in apprenticeship programs, prejudice is more overt. The colleges can do little for the apprentice, but can improve matters in the other areas. (HH)

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UNIQUE PROBLEMS OF THE INNER CITY COLLEGES

California Junior College Association
Anaheim, California
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1. Introduction

My role this morning is to talk about the unique, or special problems of the inner city colleges. In fulfilling this assignment, I point out that the problems which are similar to those of other junior colleges are more common than those which are different. Resistance of the taxpayers to override taxes and bond issues, centralized versus decentralized control in multi-campus districts, student activism, and faculty militancy are no less common in suburbia than in urbania.

Along with a few unique problems, inner city colleges have the same opportunity as suburban colleges to help this generation reach the goal of universal higher education. Additionally, the inner city colleges have the opportunity, awesome though it may be, to solve today's most distressing educational problem - how to overcome the educational deficiencies of youth. But, since my assignment is with problems, discussion on solutions must be deferred to another occasion. I must add, I do not have the answer to the problem of educating the disadvantaged.

Junior colleges during this decade have been living charmed lives. While elementary and secondary schools and universities have been severely criticized by community leaders and students for a variety of alleged failures, junior colleges have been relatively untouched. Perhaps, this has its negative, as well as, positive aspects. If being untouched also means being ignored a question arises as to the junior colleges' relevance in American education. As a junior college educator, I would rather attribute the absence of serious criticism to the relative success with which the institutions are fulfilling the mission assigned to them.

2. Role of Education in Today's Society

Education is so intimately connected with the problems of minorities that it may help understand the inner city junior colleges' problems if a brief statement is made concerning education's relationship to the socio-economic structure of society and its effect on the status of the individual in this structure.

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Contrary to popular impression, education widens rather than narrows the gap between the classes. Although education has been the means of upward mobility for many, its extent has been exaggerated. The almost frantic efforts of minorities to overcome the handicaps of educational impoverishment come from a realization of the importance of education for success. Even though for many of them education does not give parity with the whites, it does enable them to rise to an upper strata in the structure. (Robert Conot. Rivers of Blood op. cit. p. 100)

The apparent contradiction between the effect education has in the upward mobility process and the assertion that education widens the gap disappears when it becomes clear that education is so essential to success or upward mobility that those who cannot qualify for admission to and graduation from college will be doomed to a form of proletarianism or caste.

The gap between low and high status is not as easily bridged today as it was in the early years of our history. Then the limited education of most people did not differentiate the successful from the unsuccessful as it does today. Then personal characteristics of intelligence, courage, daring, ruthlessness, cunning, and other traits had as much to do with success as education.

These individual, non-educational traits are necessary but without higher education they are almost valueless in the economic and social life of modern America. Credentialism based on educational qualifications is now "becoming a bar to the new poor's effort to change conditions. Today, the insistence on education as a prerequisite for jobs is becoming a barrier to the occupational ascendance of today's disprivileged." (Harold Howe II. "Why we need a change in the pecking order." College Board Review 66:30, Winter 1967-68, quoting Professor S. M. Miller of New York University.)

In most of Latin America, "the school, as the only legitimate passage to the middle class, restricts all unconventional crossings and leaves the underachiever to bear the blame for his marginality." (Ivan Illich. "The Futility of Schooling in Latin America." Saturday Review 51:57, April 20, 1968). What is true in Latin America is becoming more and more applicable to our minorities.

3. Demographic Changes

The areas from which inner city colleges draw their students have undergone demographic changes. Until recently, the central and adjacent areas declined in population during a period when the rest of the city was experiencing its greatest rate of increase in years. Coincident

with the decline and the move of whites to the suburbs a change in the composition of the population also has taken place. Large areas, once choice residential locations, are now occupied by recent arrivals largely non-whites, not so well endowed economically or educationally as those whom they replaced.

For this discussion stress will be placed on the educational deficiencies as the greatest cause for the inner city colleges' difficulties. Studies of scholastic aptitude confirm the observation made by many instructors that today's students are not equal in academic ability as measured by our present tests to those of ten years ago. This phenomenon is a common characteristic of the inner city populations throughout the country; the metropolitan areas are "attracting more poorly educated non-whites than they are losing." (Arthur D. Little, Inc. A Development Program for Metropolitan Junior College--Kansas City I-12, May 1968)

Enrollments have reflected this change. The composition of the student body is changing. An ethnic transformation has brought to the inner city colleges large numbers of students from minority groups, sometimes approaching 25 to 50 percent of the enrollment, occasionally exceeding 70 percent. If the trend continues many inner city junior colleges will be segregated.

Much of the private discussion concerning the effects of this population change on the fortunes of inner city colleges is speculation, negative in character and pessimistic in tone. Some dread the thought of a college filled with dull students; others fear the spector of a segregated school. Junior college educators are apprehensive because of what is happening in certain elementary and high schools in large cities, fearful that the inner city colleges may suffer the same fate.

These changes include population increase, shifts in population groups, growth of suburbs, and deterioration of the central core of cities. From these changes have come the unusual or unique problems of the inner city colleges. Four will be discussed: (1) segregation, (2) adequacy of the educational programs, (3) racial composition of employees, and (4) policies relating to intercollegiate athletics, theatre arts, broadcasting, journalism, music, and apprenticeship programs. Others could be included but they are not as urgent as those mentioned.

The statements I have made or will make concerning the capability of students or the relative standing of high schools with respect to intelligence or aptitude of students are observations of conditions today. I do not imply that what is true today of any student group or

high school is a permanent or an inherent condition. Neither am I using Aristotelian rationalization that some groups are witless by nature and others are intelligent. I believe that in time today's less privileged groups will make the same advances socially, economically, and educationally that our older immigrant groups made in a previous era. As one who participated in such a development, it would ill behoove me to believe otherwise. I am not a protagonist but merely a recorder.

(1) Segregation

Although the inner city public schools including junior colleges are more segregated today than they were before the Supreme Court decision of 1954, segregation by itself is not the real problem. Rather the problem lies with the kind of segregation and the attributes of segregation. Whites do not object to white segregation; neither do those who conduct religious and ethnic schools - Catholic, Lutheran, Jewish, Japanese. Lately there has been increased activity among non-Catholic religious groups in establishing their own schools. While some people characterize parochial schools as divisive, the general attitude toward such segregation is toleration if not approbation by those outside the faith.

The segregation that led to the Supreme Court decision involved the involuntary separation of minority blacks, Mexican-Americans, and Puerto Ricans. American Indians were also segregated, but they had a special status different from the three groups mentioned. In some eastern and western areas, Chinese and Japanese were occasionally segregated but because of low numbers, high cultural attainments, and self-sufficiency, they did not remain a problem in American social and political life.

If the segregated schools for blacks and Mexican-Americans had been adequate and truly equal, the agitation now so widespread throughout the nation would not be so serious. By a strange development of circumstances separatism, a new form of segregation is being advocated by the black militants. Having mentioned these distinctions, only the segregation involving blacks and Mexican-Americans will be discussed. Even between these, the blacks will receive major attention.

Mexican-Americans form a larger minority than the blacks but neither in the junior colleges nor in the community have they been excessively militant. Whether because of cultural background,

or ties to Mexico, or less racist discrimination in housing, or easier acceptance by whites, Mexican-American activists in the junior colleges do not seem impelled to aggressiveness and violence as do the black activists. It may even be possible to speculate that Mexican-American students are satisfied with the treatment they receive in the junior college and with the educational program.

During the blowouts and walkouts of high school students on the East Side of Los Angeles in March 1968, no criticism was levelled at East Los Angeles College which has a very large percentage of Mexican-American students. The possibility of more militancy exists, however, when the high school leaders, now learning about the effectiveness of group action in bringing about changes enroll in the junior colleges.

Mexican-American activists have concentrated their efforts in awakening the community and in supporting high school students seeking better schools, new curriculum patterns, and different food in the cafeterias. Mexican-American students in the colleges do not sense the same need for self-identity and maintenance of ethnic culture values so important in the black power movement. After all, Spanish is the most popular foreign language in the colleges and Latin American history courses have been in the curriculum for years. These courses are college transfer and the history courses meet the state American history requirement. Moreover, Mexican-Americans are not so bound by color as the blacks. Acceptance by and movement within the community are easier for them. In Los Angeles County, for example, Mexican-Americans or Spanish surname people are living in every one of more than sixty-four districts surveyed. In only twelve districts was the percentage below two percent. "There is no area in Los Angeles County in which Spanish surname people are completely absent." The Spanish surname group comprising 600,000 or ten percent of the total population is the largest minority group in the County. (Education and the Mexican-American Community in Los Angeles County. A Report of the California State Advisory Committee to the U. S. Commission on Civil Rights, April 1968, p. 1-2.)

The multiplication of junior colleges is creating, as I mentioned above, de facto segregated colleges. So far no plan such as regional distribution of curriculums or courses, open enrollment as opposed to district enrollment by high school or residence, encouragement of non-resident enrollment, or special colleges with concentration on a few programs has been effective in preventing segregation. Enrollments reflect the composition of the area within which colleges are located. Also, the emergence of the separatist movement among black militants is contributing to the trend.

Segregation, it is worth repeating, need not involve inferior education; however, experience with segregated schools and colleges has been more often associated with mediocrity than with excellence. This has been true with all segments of education. The why of this is still being debated. But in many inner city junior colleges the debate is academic; they are segregated. So staffs are confronted with the task of providing quality education in a form which must be different from the traditional if the colleges are to avoid the fate of inner city secondary schools and southern Negro colleges.

(2) Adequacy of the Educational Programs for Minority Students

Community colleges are involved in the economic, political, and social dislocations besetting our community because they (1) have a high percentage of students from minority groups, (2) a high percentage of disadvantaged students, and (3) a high percentage of low-ability students. Although the three are related, it does not follow that all members of minority groups are disadvantaged or low-ability students, nor that all disadvantaged or low-ability students are from minority groups. It is obvious by inspection, however, that in the elementary classes and in the classes organized for low-ability students, the majority are from disadvantaged and minority groups. To the extent that this is true the junior colleges become part of the unusual political and social concern with the educational problems connected with the disadvantaged and minority groups.

No one seems to know how and what to teach students who rank in the lowest fifteenth percentile as measured by college aptitude tests. Added to this ignorance is the resistance of the majority of faculty to working with low-ability students and their insistence on maintaining collegiate standards. Moreover, as long as emphasis in the instructional program remains on verbal ability, the problem becomes insoluble if it be true that there is no method "by which a twelfth grader's verbal ability can be improved by any planned program." (Kendrick op. cit. p. 10). According to a recent report of conditions in California, the education of minorities is a "task of unbelievable magnitude." (Los Angeles Sentinel, quoting Dr. Ernest Berg reporting to the Junior College Advisory Council to the State Board of Education.)

If inner city junior colleges are to avoid the serious difficulties confronting the inner city elementary and high schools, they must take steps to prevent the kind of educational deterioration which has affected the latter. President Fischer of Teachers College believes "that the typical ghetto school is

less well staffed, equipped, and supported than it must be to meet its responsibilities. Neither can it be denied that the curricula, the teaching procedures, and the supplementary services in these schools are on the whole failing to respond as they should to the clear needs of the students." (John H. Fischer quoted in Education News 3:16, August 5, 1968).

What about junior colleges? On the first score they are well staffed, equipped and supported in all areas--ghetto and suburban. On the second--meeting the responsibilities of the students from the ghetto schools, inner city junior colleges are experimenting with a variety of programs to help minority and disadvantaged students, but so far the results have been no more successful than those in the elementary and secondary schools.

A report by Ernie Berg and Dayton Axtel of the Peralta College District confirms this "discouraging picture of minimal efforts being made by junior colleges" facing "a task of unbelievable magnitude." One need not agree with all the findings of the Berg and Axtel report but few who believe in the open door concept will disagree with their recommendations for an action program by the Board of Governors of the California Community Colleges:

"1. to establish overall policy favoring increased activity in special education of the disadvantaged,

2. to actively participate in such efforts by providing assistance for program development and student financial aid,

3. to sponsor studies to evaluate programs and practices for disadvantaged students." (Los Angeles Sentinel, June 27, 1968)

Some changes have taken place in the curriculum as the result of the activities of black student groups. Courses in Afro-American history, literature, art, music, and Swahili have been introduced as part of the "identity-building tools for blacks" as contrasted with the aims of the civil rightists who wanted whites and blacks" to understand Negro history. Strengthening the former is a means of focusing "upon the need to reinforce the identity of the Afro-American student."

Unless something is done, junior colleges may become as involved in problems of control and operation as are the public schools of the large cities. Today, black activists demand "a Black Studies

Curriculum which places the black man in proper perspective in past and contemporary history," tomorrow, the emphasis will be on a Black Studies Curriculum which responds to the needs of the students." (Position Paper of the Black Student Body on the Educational Responsibilities of Cuyahoga (Cleveland) Community College. May, 1968 presented to the Vice President and Metropolitan Campus Director.) To meet student demands for a relevant curriculum by offering a course on Vietnam or on Negro History is to "misread the times as certainly as they are misread by those who continue to counsel black militants to be patient." (Editorial, C. Grey Austin, Editor, Journal of Higher Education. 39:346, June 1968).

Stress has been placed on the black students because they have serious grievances some of which stem from off-campus conditions and others from on-campus and because the inter-relationships between the two are closer than those of other activist groups. In "A Study of Negro Ghetto Rioters" the authors considered white discrimination an almost insurmountable barrier for blacks.

The junior college curriculum then is being criticized because it does not take account of the culture of non-Western civilizations and because it is not adequate for the educational needs of minority students. On the first, despite the criticism, a great deal of progress is being made; on the second, a great deal of activity is under way, but results have been meager.

(3) Dissatisfaction with Policies in Participatory Programs

Continued difficulty will also be encountered in those areas in which participation of students is involved and in apprenticeship programs.

The most publicized is intercollegiate athletics. Here is another instance in which junior college administrators have fared better than their four-year college colleagues. How much dissatisfaction exists among black junior college athletes is not known but that it exists is certain. Junior college coaches until recently were almost exclusively whites and they harbored the same prejudices that other whites did. Until recently, perhaps a decade ago, subtle forms of discrimination were practiced or condoned. Moreover, white physical education instructors have resisted the assignment of blacks to their staffs, sometimes, on the ground that using the same dressing rooms and shower facilities was offensive to them. Black

junior college athletes express their resentments in subtle ways; usually by not cooperating with the white team members. Often, as a result, morale reaches a low level and the team fails to function efficently. With the appointment of black instructors, the situation is improving; but the continued contrast in urban junior colleges between predominantly black teams and almost lily-white athletic coaching staffs contains the potential for revolt or boycott. At one California junior college the football captain and eight players quit the team in 1967.

Closely parallel conditions in journalism, theatre arts, broadcasting, music and apprenticeship have been cited by black students as discriminatory. In each of these areas student participation is an important feature of the instructional program. As in athletics the faculties are white; but in contrast to athletics the students are also predominantly white, with the exception of music where large numbers of blacks are in the band, orchestra, and choral organizations; the greatest number being in choral groups. Black students charge that through auditions and other performance tests, white instructors exclude them from classes and especially from the group activities. At several California colleges, black students have agitated against discriminatory practices in journalism, theatre arts, and broadcasting. Black students at one college persuaded the associated student body to withdraw funds for the production of a play whose setting was a police station. The cast, incidentally, was all black.

Less than five years ago, it was almost impossible for a black to gain admission to an apprenticeship program in California. No blacks were in ironworking, boilermaking, and telephone installation programs. In Sacramento, they represented ".5 percent of the total in the programs, in Bakersfield 0.0 percent, in San Bernardino .4 percent; and in Orange County .3 percent." Blacks did better in Los Angeles in roofing with 6.48 percent, auto repairing 4.28 percent, bricklaying 3.24 percent, and carpentry 2.92 percent (Robert Conot, Rivers of Blood, Years of Darkness. New York, Bantam Books, 1967, p. 101). In the San Fernando Valley "no Negro applicants ever did manage to get through the test procedures and become apprentices." The situation is only slightly better today.

At San Jose College, black militants disrupted classes in apprenticeship training because of their all-white enrollment. In Los Angeles, representatives of the National Association for the Advancement of Colored People have filed an injunction to prevent the Board from offering apprenticeship classes which are not integrated.

(4) Racial Compositions of College Employees

Inner city junior colleges are vulnerable to the charge of neo-colonialism, namely that whites hold the positions of power, influence, and prestige while blacks and Mexican-Americans hold the menial or less influential positions. The few blacks or Mexican-Americans who hold positions of power, influence, and prestige are considered tokens to the concept of equal opportunity employment practice.

Statistics dramatize this condition. Ed Simonsen (of Bakersfield) reviewing the state ethnic survey found that blacks and Mexican-Americans form a very small percentage of junior college instructional staffs and a miniscule proportion of administrators. In his words, "we look bad." The first black junior college president in California was appointed in 1968 by the Peralta District in Oakland. The number of deans and vice-presidents is also very, very small. In one large district, out of approximately 70 first and second-echelon administrators, only one is black. Five percent of the instructors are evenly divided between black and Mexican-Americans. At the last meeting of the Junior College Advisory Panel to the State Board of Education in 1968, Ples Griffin of the Office of Compensatory Education stated "that not one minority group person had been reported as holding the post of superintendent, director, consultant, or counselor in any California Junior College District Office." (Los Angeles Sentinel, June 27, 1968. Reprint)

Among non-academic employees, the situation is more satisfactory. Blacks and Mexican-Americans comprise a large percentage of the staffs from the lowest (custodial, clerks) to the more highly paid stenographers, supervisors, secretaries. But, only a very few executive-type positions are held by blacks or Mexican-Americans either in the colleges or in the central offices. Again, quoting Ed Simonsen, in this area "our record is pretty sad."

The agitation for more employment of members of minority groups is leading to a numbers or counting and comparing game. Leaders of minority groups are demanding the appointment of more

instructors, administrators, and non-academic executives from their ranks. This game in New York, Newark, Compton, Oakland, Los Angeles may be transformed into a quota system, and in some areas may develop in demands for complete control of the educational institutions. Demands on inner city junior college administrators have not reached the proportions they have reached on the elementary and secondary administrators; but, it is reasonable to expect them to be made unless the present situation improves.

Blacks and Mexican-Americans have not been the first ethnic or religious groups who have played this counting and comparing game. Catholics and Jews, Italians and Germans have been keeping count for years comparing themselves with Protestants and native Americans. For an account of this practice by the American Jewish Committee and the Anti-Defamation League, I refer you to Glazer and Moynihan's Beyond the Melting Pot, (p. 148). An interesting description of this process of displacement in positions of power and prestige is contained in Edwin O'Connor's The Last Hurrah (Boston Little, Brown, 1956, p. 75).

> "A hundred years ago, the sons and daughters of the first white inhabitants went to bed one lovely evening, and by the time they woke up and rubbed their eyes, their charming old city was swollen to three times it size. The savages had arrived. Not the Indians; far worse. It was the Irish. They had arrived and they wanted in. Even worse than that, they got in. The story of how they did may not be a particularly pretty one on either side, but I doubt if anyone would deny that it was exciting...For some time something new has been on the horizon: namely, the Italians. But when they take over...that will be an entirely different story, and I for one won't be around to see it..."

The game is exciting but with different emotional overtones on them - outsiders trying to get in, and on us insiders trying to hold on. Those in positions of prestige or power with great conviction and honesty talk about the importance of quality in the selection of instructors, administrators, and non-academic staff. But, I believe some of the reasons given for the low percentage of non-whites are unwittingly forms of rationalization.

All of us white and black harbor prejudices which we force into the recesses of the mind. So we believe what we say. Yet in this room, there are those who at one time or another would not or could not have hired a Catholic or a Jew or a Protestant or a Black no matter how much better qualified he was than another candidate not of the proscribed racial or ethnic group. As long as this prejudice persists those who are on the outside will fight to get in. They will not be kept out, whatever reasons are devised.

Making adjustments here will involve a great deal of educational statesmanship. If inner city colleges become segregated (as some are) then the counting game will become more serious for the junior college educators. Junior colleges will not be immune from a pattern so deeply ingrained in the customs of American society. What is happening in Compton, Oakland, Los Angeles and other cities in the nation will happen in inner city junior colleges; the white power group will be challenged by the black or Mexican-American power group.

In a recent "Study of Ghetto Rioters" a survey team concluded: "The continued exclusion of Negroes from American economic and social life is the fundamental cause of riots. This exclusion is the result of arbitrary racial barriers rather than lack of ability, motivation, or aspiration on the part of Negroes, and it is most galling to young Negroes who perceive it as arbitrary and unjust." (p. 21). This is one of the special meanings of Black Power and Mexican-American Power for those of us in the inner city colleges.

In Los Angeles, a Council of Black Administrators has been organized to:

> "1. be more sensitive and responsive to the educational needs of the black community;
>
> 2. bring (their) collective training and experience to the resolution of educational problems unique to the black community; and
>
> 3. interpret to the broader community the needs and desire of the black community as they relate to educational matters."

A spokesman of the Council recently called the attention of the Board and the Superintendent to the fact that "in spite of the growing dissatisfaction of the black community with central

institutions," the Board had not "utilized the potential of black administrators in a collective manner (and seldom as individuals) in seeking solutions to the problems of the black community." The Council believes that "the welfare of (the) school district demand that (they) exert a leadership role in these difficult times." While offering their services, the council members added: they "seek a more meaningful role in helping to determine policies and solutions to the problems we face," and "intend to take positions on those issues which affect the education of black children or the services of black personnel."

Despite high sounding goals, the growth of organizations like Black Council of Educators in Los Angeles and similar organizations in other large cities is evidence of the strength of the trend. The ethnic surveys conducted annually since 1966 are part of this counting and comparing game. The Equal Opportunity drive is another.

The mildness of the Council's statements and purposes is matched by its unreserved identification with and empathetic "support... of the views of the Black community." Significant is the administrators' use of the term "Black" instead of "Negro."

The prospects for a better balance on the racial composition of academic and non-academic employees in the inner city colleges are brighter than for any of the other problems I have mentioned. Significant progress will be made because of the pressures of the minorities, the Legislature, and the State Personnel Board and more important because administrators and faculty acknowledge the justice of the complaints and the reasonableness of the demands.

4. Conclusion

In this discussion of the inner city problems, I have had no desire to conceal their depth or the burdens imposed upon the colleges. Neither is it comforting to observe that so many students seeking admission are poorly prepared for college, that so far no outstanding improvement in the education of minority students is discernible, that de facto segregation is no nearer solution, that black and Mexican-American militant groups are still potent forces working at cross purposes to the colleges' aims and objectives, and that separatism in terms of instructors and courses is a threat.

Some progress has been made in employment of minority persons, in reducing the grosser forms of prejudice, and in opening classes to minorities in the activities and apprenticeship programs. Though no one has found the secret for more effective teaching, methods, or curriculum for the disadvantaged, the efforts in this direction are increasing, more faculty, and this is the most encouraging trend, are assuming responsibility for seeking solutions, and more assistance is available from foundations and federal agencies. Also important to mention is the critical evaluation by blacks of issues such as the place of black history in the public school curriculum and separatism versus cooperation.

The problems I have enumerated form part of the larger problem that has been a basic issue in junior college education ever since the ideal of universal higher education was first officially promulgated by President Truman's Commission on Education. The issue under which all of the inner city problems is subsumed is "What is the function of the junior college?" Or, as our critics put it, "Can the junior college do what it claims it is doing?"

Here I reaffirm the conviction that the junior college can and must meet the educational needs of post high school youth and that the junior college is the institution best prepared to help the nation achieve the goal of universal higher education.

I am convinced that the inner city junior college educators will contribute to the success of these goals because

1. they have an understanding of the enormity of their problems and the national urgency to find solutions,

2. they have made a realistic analysis of their resources,

3. they have the fortitude or brashness to tackle the problems,

4. they have imagination and vision, and

5. they have faith.

They are not yearning for a return to a golden age that passed them by at supersonic speed. They are shaping their course with the changed facts and conditions ever before them. They look at their problems as an opportunity to shape a new dimension to a dynamic institution and as a challenge to demonstrate that the "ideal of excellence is possible while retaining the moral values of equality." The inner city junior college educators hope to create a new, though different, golden age, avoiding the shoal of mediocrity and the mire of segregation.